

## Kansas Rape Prevention and Education Program Educational Program Indicators

The following educational indicators can be used as a guide for public health surveillance in selecting pre/post survey questions designed to measure outcomes for sexual violence prevention education. According to Burroughs and Wood, Outcome-based assessment determines what variants have been affected. That is, even if evaluation shows that activities are employed and processes are monitored and perhaps even improved – what is achieved as a result of all that work? Tracking outcomes helps answer that “so what?” question.

The following indicators can help programs define and sharpen their focus; provide accountability to funders, managers, or administrators; improve quality so that effectiveness is maximized; and better understand what is achieved and how outreach has made a difference. The premise for introducing these indicators is that successful outreach requires sustained adoption of new information seeking behaviors of the identified audience. Thus, the following indicators were collected from previous and existing Kansas RPE grantees and can be used as a guide to cut the guesswork, increase efficiency, and allow one to understand why an intervention is or is not working (Burroughs and Wood, 2000).

### COGNITIVE OUTCOME INDICATORS

- A percent of change in awareness of sexual harassment as measured by pre/post testing.
- A percent of change in awareness of school policies pertaining to sexual violence and sexual bullying as measured by pre/post testing.
- A percent of change in awareness of empathy for victims measured by pre/post testing.

EXAMPLE: 4% of the students who receive interventions will report an improvement in their resources as measured on the resource index of student school safety survey.

### ATTITUDINAL OUTCOME INDICATORS

- Decrease acceptance attitudes by a specific percent of gender violence using pre/post testing (Can be measured qualitatively by individual journal entries, focus groups, or teacher observation).
- Increase attitudes by a specific percent about healthy relationships using pre/post testing (Can be measured qualitatively by individual journal entries, focus groups or teacher observation).
- Decrease negative attitudes toward bullying acceptance and increase attitude by a specific percent about the positive role of the bystander to intervene using pre/post testing (Can be measured qualitatively by individual journal entries, focus groups, or teacher observation).
- Increase attitudes by a specific percent toward positive self-esteem and self-

efficacy using pre/post testing (Can be measured qualitatively by individual journal entries, focus groups, or teacher observation).

- Measure an increase in knowledge by a percent regarding myths and facts of sexual harassment as shown on the grade-school pre/post test survey.
- Increase knowledge of problem solving and accepting responsibilities for their own actions measured by pre/post testing.

EXAMPLE: Measure a 7% increase in participant scores for attitudes about couple violence using pre/post testing (Can be measured qualitatively by individual journal entries, focus groups, or teacher observation).

#### SKILLS OUTCOME INDICATORS

- Increase ability by a specific percent to manage impulse control using pre/post testing (Can be measured qualitatively by focus groups, or teacher observation).

EXAMPLE: Increase by 5 % ability to handle conflict resolution measured by pre/post testing.

#### BEHAVIOR BASED OUTCOME INDICATORS

- A positive increase by a specific percent in utilization of establishing personal boundaries as measured by pre/post testing,
- A positive increase by a specific percent in utilization of skills to intervene and stop sexual harassment incidents at school using pre/post testing.

EXAMPLE: 6% of teachers completing the Classroom Teacher's Appraisal will report a positive change in students' behavior.

#### ENVIRONMENTAL OUTCOME INDICATORS

- A specific percent increase in sustained commitment to maintain education services measured by documented policy changes.

EXAMPLE: Reach 60% of school faculty & administrators to determine if educational materials were deemed useful as measured by focus groups, and pre/post survey.

#### SOCIAL AND COMMUNITY OUTCOME INDICATORS

- An increase in percentage of documented strategies that support initial and sustained behavior change measured by percent of policy changes.
- Assess plan of action and assigned responsibilities for volunteers serving on community task force measuring percent of increase in community task force activities.
- Increase survey number of participants attending workshops designed to train professional about sexual violence prevention using pre/post testing.

EXAMPLE: 3% of parents will show an increase in their understanding of sexual violence issues using a pre/post survey.